**Learning Log Rubric—Elementary**

Use this rubric to self-assess your learning log.



| **4** | **3** | **2** | **1** |
| --- | --- | --- | --- |
| **Data Records** | | | |  |  |  |
| I neatly, thoroughly, and accurately record data in usable, appropriate formats, such as charts, lists, outlines, and diagrams. | I record data in appropriate formats. | I try to record data accurately, but I may choose formats that are not appropriate or some of my data may be inaccurate. | I often record data inaccurately. |  |  |  |
| **Notes** | | | |  |  |  |
| When I read about a topic or listen to information that is presented, I take notes in my own words that show the difference between important information and supporting details. I include connections, predictions, and questions about the topic. | When I read about a topic or listen to information that is presented, I take notes in my own words that show the difference between important information and supporting details. | When I read about a topic or listen to information that is presented, I try to take notes in my own words, but sometimes, I just copy what I read or hear exactly without showing what information is important. | When I read about a topic or listen to information that is presented, I copy exactly what I read or hear without thinking about it, or I do not take notes at all. |  |  |  |
| **Connections** | | | |  |  |  |
| I continually make connections and predictions, and I ask questions about the topic in my learning log. | I often make connections and predictions, and ask questions about the topic in my learning log. | If I am reminded, I make connections and predictions, and ask questions about the topic in my learning log. | I rarely make connections and predictions, or ask questions about the topic in my learning log. |  |  |  |
| **Representations** | | | |  |  |  |
| I use outlines, diagrams, charts, and other graphic organizers to help me understand concepts and relationships among concepts. | I sometimes use graphic organizers to help me understand concepts and relationships among concepts. | If I am reminded, I sometimes use graphic organizers to help me understand concepts. | I do not use graphic organizers to help me understand concepts. |  |  |  |
| **Reflection** | | | |  |  |  |
| I often use the information in my learning log to think about what and how I learn. | I sometimes use the information in my learning log to think about what and how I learn. | I rarely use the information in my learning log to think about what and how I learn. | I never use the information in my learning log to think about what and how I learn. |  |  |  |
| **Appearance** | | | |  |  |  |
| My learning log is neat. I write so that I can read and understand what I have written. If someone else is going to read my learning log, I follow standard writing conventions so the audience can understand my writing. | My learning log is neat. I usually write so that I and others can read and understand what I have written. | My learning log is a little messy. I try to write so that I and others can read what I have written. Sometimes, I cannot figure out what I was trying to say. | My learning log is messy or incomplete. I often cannot figure out what I was trying to say in my learning log. |  |  |  |